

Lecture

Module 16: Linking Humans to Land Management

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Learning Objectives

Upon completion of this module, the participant will be able to:

1. Describe how each of the previously covered ecosystem processes (soils, hydrology, nutrient cycling, etc.) affects the application of natural resource management practices.
2. Describe cumulative effects of human activities on the landscape, both rural and urban.

Lecture Outline

History of lands and people

Objectives & topics addressed

Common philosophy–Landhelp

Common role–Coaches

Common methods–Plans for action

How people make decisions

How to work together

How to involve the community

How communication works

How people adopt information & ideas

How to facilitate good meetings

Success with our jobs requires success with people

Coached planning for Landhelp and education

Decision and education hexagon for holistic action

Multi-disciplinary interactions and interdisciplinary thinking

Think and act as a community–Identification ideas

Asset & needs inventory techniques

Questions to ask

People to ask
Evaluate programs

Communication—Taking ideas from awareness to adoption

Top 10 ideas to facilitate meetings

People decide how lands are treated—Work with them



C. Rewa

Exercises

Classroom Exercise 1

1. Describe the relationship that humans have had with the environment in your area over time.
2. List three changes that have happened where you live now, where you grew up and where you like to recreate.

3. Describe what historical changes in land use emerged in your community over the past 500, 100, 25, and 5 years.

4. Describe the impacts of agriculture on air, soils, water, plants, animals, and people in your area.

5. Describe how human settlements are changing in your area and how these land use changes have impacted agriculture and the environment.

Classroom Exercise 2

Answer the following questions.

1. Who are your clients, customers, the people you serve?

2. What are their attitudes about agriculture?

3. What are their attitudes about the environment?

4. Do you have an advisory committee?

5. Do your advisors represent the entirety of landscape and community attributes? Do your advisors think in interdisciplinary ways? What attitudes and philosophies are represented?

6. Are decisions based on inputs about biological and physical properties of the earth; economics; personal desires and coping mechanisms; societal beliefs; laws and politics; and appropriate application of administration, technology and skills?

Study Questions

1. Del describes a hierarchy of needs within which people make decisions and prioritize their actions. The most basic need that must be met before decisions regarding other human needs is that of food and water. People know they must have food and water to survive. How might you, as a conservationist providing technical assistance to a landowner, demonstrate that land stewardship and sound land management practices are essential to meeting this basic need for humans and other members of the biotic community?
2. Briefly describe some of the ways that you as an NRCS conservationist or natural resource specialist can provide leadership to community planning groups and individual landowners that will facilitate their considering a landscape approach to local conservation actions.

References and Selected Reading

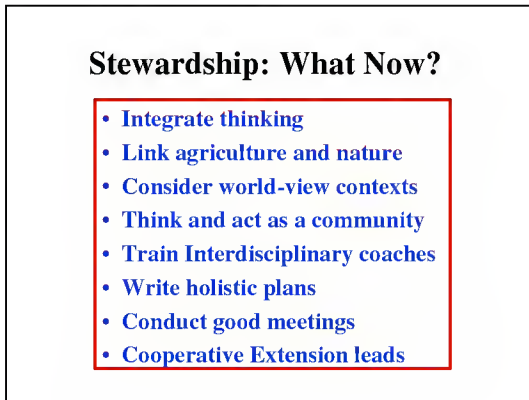
Dahl, T. E. 1990. Wetlands losses in the United States 1780's to 1980's. U.S. Dept. of the Interior, Fish and Wildlife Service.

McKenzie, D. F. and T. Z. Riley. 1995. How much is enough? A regional wildlife habitat needs assessment for the 1995 Farm Bill. Wildlife management Institute and Soil and Water Conservation Society.

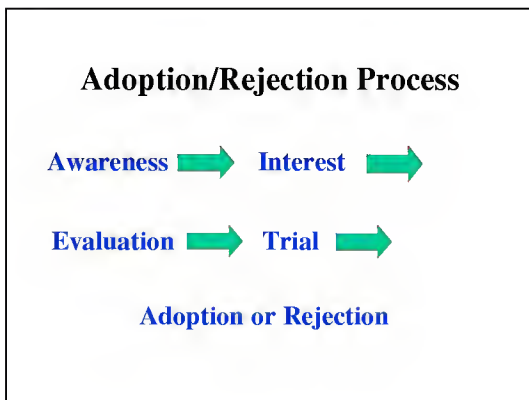
Westenbarger, D. A. and G. B. Frisvold. 1995. Air pollution and farm-level crop yields: An empirical analysis of corn and soybeans. Agricultural and Resource Economics Review 24(2):156-165.

Slides used in lecture

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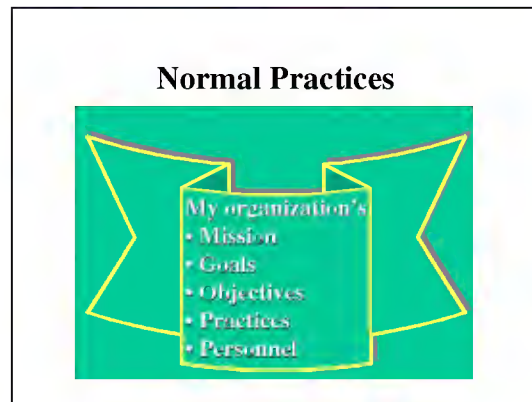
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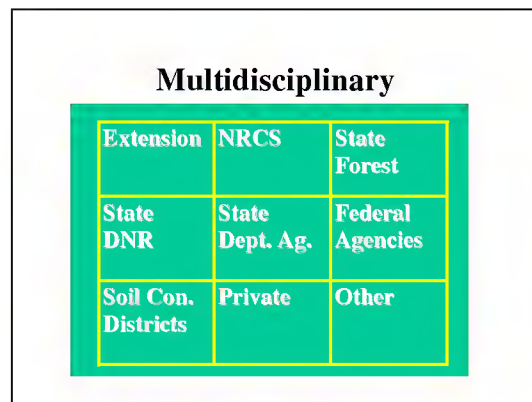
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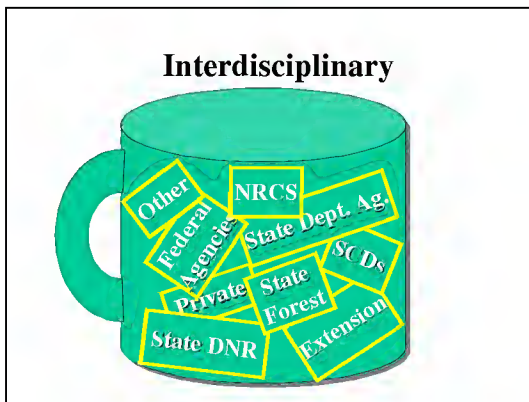
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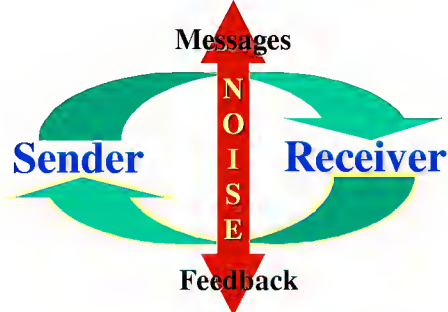
Think and Act as a Community

- 7. Encourage innovation
- 8. Foster rural and urban linkages
- 9. Plan and work together
- 10. Learn to trust and be trusted
- 11. Communicate effectively



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Information Flow



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Good Meetings: Good Results

- Make an agenda with the people
- Participants should know agenda ahead
- Provide supplemental materials ahead
- Avoid too much or biased information
- Use good facilities arranged to interact
- Establish clear trusting ground rules
- Seek broad representation
- Record inputs, use or make better plan
- Frame, personalize, probe, and close
- Know when to start, stop, & start over

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Community Inventory

Questions Indiv Group Instit Bus Other

- Skills
- Info.
- Workers
- Objs.
- Roles
- Who
- How
- Records

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Cooperative Extension Leads

- Land Grant University Mission
- Educational role
- Private land based
- Cooperative programs
- Non-regulatory
- Located where needed

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Conclusion: What Now?

- Integrate thinking
- Link agriculture and nature
- Consider world-view contexts
- Think and act as a community
- Train Interdisciplinary coaches
- Write holistic plans
- Conduct good meetings
- Cooperative Extension leads
